2018 Annual Report

LUMEN † CHRISTI

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2018 Annual School Report

1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school with a current enrolment of nearly 1000 students from Years 7 to 12. Located in the suburb of Martin, in the foothills of Perth, the College continues to respond to the growing demand of families from within our local parishes and from the rapidly expanding surrounding areas. Our College name, Lumen Christi – the Light of Christ, identifies our Church status and calls us, individually and as a community, to be 'a light for others'. Our mission is "To form resilient young men and women with a passion to learn and to be a light for others".

The spacious and well-appointed campus has a range of excellent facilities including a state of the art Performing Arts Centre, Senior Transition Centre, large Sports Centre, Manual Arts Centre, Junior Transition Centre and recently refurbished classrooms. The College is an inclusive, creative learning community centred in Christ, committed to the education and development of each student in a changing world. A range of pathways are offered to cater for the diverse needs of the students, including pathways for University entrance (ATAR Courses) and a comprehensive set of highly developed Vocational Education and Training (VET) opportunities. These VET opportunities offer nationally accredited qualifications, valuable work experience and enable access to post-school destinations such as TAFE, traineeships and apprenticeships. Teaching and Learning programs are contemporary, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of the modern world.

Lumen Christi College is committed to the pursuit of excellence in every sphere of life. Students participate in a range of faith formation activities; Christian Service; Academic Excellence programs; and Learning Support programs. They are also encouraged to engage in co-curricular options which include specialist opportunities in Sport, the Arts, Student Leadership and various community-based initiatives. The College enjoys a strong reputation for excellent pastoral care of students. The staff are wonderful role models who value the dignity and worth of each student and who strive to create a positive learning environment, in which the personal needs of all students are catered for. Students are encouraged to seek personal excellence and are challenged to discover and develop their talents both for themselves, and in the service of others.

2. Teacher Standards and Qualifications

In 2018, Lumen Christi College employed 82 teaching staff. Staff members qualifications are as follows:

Qualification	Number Held by Teaching Staff
Certificate	11
Diploma	17
Bachelor Degree	92
Graduate Diploma	36
Masters Degree	10
PhD	1

3. Workforce Composition

According to our 2018 Census (August) Lumen Christi College personnel included the following:

- 82 Teaching staff (30 males and 52 females)
- 50 Non-teaching staff (10 males and 40 females)
- Indigenous Staff (1 Male, non-teaching)

4. Student Attendance at School

Lumen Christi College had a student attendance record of 92.5% for 2018, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	94	94
Year 8	91	92
Year 9	84	90
Year 10	84	87
Year 11	93	90
Year 12	90	96

Parents are requested to inform the College of any student absences by contacting the College's direct Absentee Line. This may be done by email, phone message or speaking directly with Student Services staff.

Homeroom teachers monitor and follow up on student absence within their Homeroom Group. Student attendance is closely monitored through an electronic period-based attendance system for each class throughout the day. General patterns of attendance are monitored by the Student Services Team.

Parents are contacted by Student Services staff via SMS on the morning of absence where students have been marked as absent and no notification has been received confirming this.

5. National Assessment Program Literacy and Numeracy (NAPLAN) Information

NAPLAN results are reported using a scale that has an average score of 500 across all students. The spread of scores has been set so that just over two thirds of the students' scores lie between 400 and 600.

The table below shows national and school averages and the percentage of Year 9 and Year 7 students at Lumen Christi College who achieved the National Reading, Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy Benchmarks.

Year 9 2018	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	596	582	98	95
Reading	583	584	97	94
Writing	542	562	87	80
Spelling	583	584	92	91
Punctuation/Grammar	580	575	93	91

Year 7 2018	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	548	531	96	96
Reading	542	528	93	94
Writing	505	487	86	86
Spelling	545	541	91	93
Punctuation/Grammar	544	525	87	92

6. Parent, Student and Teacher Satisfaction

Lumen Christi College is committed to seeking the views of key stakeholders and regularly gains feedback on such areas as Catholic identity, academic performance, pastoral care, co-curricular programs, teaching and learning processes, communication, community engagement and College facilities. The College conducts a formal survey of parents of Year 12 students, for which it gains a high response rate. This feedback greatly assists the College with its operational and strategic planning and its pursuit to continually improve the educational experience offered to students.

Whilst the results are positive, the College is committed to providing students with the highest possible standard of education. Results from the most recent survey of the College Community highlight that 96.1 percent of parents who responded recorded a high level of satisfaction with the overall quality of Catholic education provided by the College.

Other areas of strength are indicated in the table below:

Aspect	Percentage (%) of Strongly Agree & Agree Responses
College policies and procedures are readily available (e.g. College Website, Student Organiser, Newsletter).	97.4
Communication from the College is written in an understandable way.	96.3
The campus is clean and pleasant.	95.3
Communication from the College is meaningful and respectful.	96.1
Parents are encouraged to be involved in the College in all kinds of ways.	93.9
Parents are kept informed about school programs, events and activities.	95.3
Parents feel welcomed when they join the College community.	94.4
Parents have the opportunity to participate in the life of the College.	90.2
The Christian message is central to the mission of the school.	92.6
Students are encouraged to make decisions about their work and to take responsibility for their learning.	86.3
Catholic symbols and icons are visible throughout the campus.	87.3
The fundamental beliefs of the Catholic faith are expressed in meaningful and practical ways e.g. Eucharistic celebrations, Liturgy of the Word, class prayer.	88.5
Students are encouraged to be accountable for their actions.	85.7

The College also receives feedback, both formally and informally in the following ways:

- Parent Information Evenings
- Parent-Teacher-Student Interview Evenings
- School Audit Process
- Student Leadership Team
- Staff Interviews
- College Board
- Parents and Friends (PnF) Committee
- College Open Day and Tours
- Social Functions
- Performance Evenings (Music, Drama and Dance)
- College Art Exhibition
- Learning Area Awards Afternoons
- College Community Mass
- Enrolment Interviews
- Parish visits and Parish Primary School visits
- Staff Meetings and Staff Briefings
- Staff Social Club
- Survey Instruments (Parents and Students)
- Sporting Teams, Music Groups, Dance Groups, other
- Awards Nights
- Other College events
- College Tours
- Extra-Curricular Clubs and Societies

7. School Income

School Income – Please refer to the My School webpage for Lumen Christi College on the ACARA website at the following address: http://www.myschool.edu.au/

8. Senior Secondary Outcomes

Results for the 2018 Year 12 cohort were as follows:

- 96 percent of students achieved the Western Australian Certificate of Education (WACE)

- 53 percent of students generated an Australian Tertiary Admissions Rank (ATAR)

- 11 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 14 students achieved an ATAR of 80-90

- 47 percent of students completed Certificate Courses in Vocational Education Training (VET)

- 100 percent of students studying Vocational Education Training (VET) competencies achieved at least one full qualification with a minimum Certificate II or higher.

9. Post School Destinations

55 students from the 2018 cohort applied through TISC to study at the following universities:

- 11 students at The University of Notre Dame

- 15 students at Curtin University

- 2 students at Edith Cowan University

- 23 students at Murdoch University

- 11 students at The University of Western Australia

Other students have secured places at TAFE, with private training organisations, or have joined the workforce (including apprenticeships).

Course title	Completition
Cert II in Dance	10
Cert II in Engineering (Pathways)	9
Cert II in Outdoor Recreation	26
Cert II in Sport and Recreation	19
Cert III in Business	3
Cert III in Visual Arts	9
Cert III in Screen and Media	11
Cert II in Animal Studies	2
Cert III in Animal Studies	1
Cert II in Building and Construction	2
Cert II in Electrotechnology	2
Cert II in Emergency Medical Services First Response	2
Cert III in Screen and Media	1
Cert IV in Business	5
Cert IV in Education Support	5
Cert II in Hospitality	1
Cert III in Individual Support/Disability	1
Total	109

TABLE 1

10. Annual School Improvement

See tables 1 - 6.

ASIP Review – Annual School Report 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Learning	2. Establish intervention programs to meet individual student need – support programs for students experiencing difficulty and extension programs for high achieving Students ACHIEVED	Establish specific student learning programs for those students identified as needing additional literacy and numeracy support Gifted and Talented program to be targeted towards deep learning, critical thinking and problem solving.	301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 307 Differentiated Teaching and Learning	- A culture of academic rigour and challenge - Higher levels of student achievement	• Teachers are aware of the difference between Individual Education Plans and Curriculum Adjustment Plans • Plans are clear and accessible for all teachers and utilised by teachers • OLNA preparation Tutorials are established for students in Years 10-12 • These tutorials contribute to improved OLNA results for students • A team of relevant stakeholders is established to engage in vigorous screening of all incoming Year 7 students, to ensure all available data is triangulated, and appropriate intervention provided • Teaching Staff attend more specialised Professional Learning related to students with additional needs • The Literacy Program (Years 7-9) accurately identifies students and results in measurable improvement • Reports to parents explicitly identify where modification to programs and/or assessments have occurred **Future Development** • A Learning Excellence Coordinator is appointed for the commencement of 2019. Focus areas include– the implementation of a program that emphasises creative and critical thinking; monitoring and tracking of students; working with HOLAs on the most effective use of data • Students requiring Literacy Support are identified for the beginning of the year. Similarly, classes/teachers are timetabled so as the Literacy Support classes can commence from Day 1 of the school year • The Literacy Support classes are in place for more Year 8 students • There are clear goals, learning intentions, and success criteria for Year 7 and 8 Literacy Support classes • The Literacy Support Coordinator to be more explicitly engaged in the areas of focus for English functional classes, Year 11/12 Foundation classes, and NAPLAN and OLNA preparation • Clearer processes for identifying students exempt from standardised testing, particularly NAPLAN and OLNA. This includes processes for parent permission to have students exempt

TABLE 2

ASIP Review – Annual School Report 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Learning	4. Expand use of problem-solving strategies and critical thinking techniques in the Year 7 to 9 learning program PARTIALLY ACHIEVED	There is an articulated Vision for Learning at Lumen Christi College (based on the principles that cultivate student thinking). Teachers develop expertise in the way technology is utilised in the classroom to develop student thinking skills.	303 A Culture that Promotes Learning 307 Differentiated Teaching and Learning 308 Effective Pedagogical Practices	- A culture of academic rigour and challenge - Increased student engagement in their own Learning - Higher levels of student achievement	• Data from CEWA survey shows development in the use of technology- specifically around thinking and learning Future Development • Programs, including assessments explicitly require deeper learning eg - students give evidence; apply learning; explain thoughts; make explicit connections • Whole staff engagement with the College Vision for Learning • Promotion and intentional referencing of College Vision for Learning. • Clear vision for Technology Integration in the classroom. Targeted Professional learning. Review of all aspects of the current Technology Integration Role • Emphasis on assessments for learning. Providing evidence of the learning that has taken place through the assessment. This includes the clarity of success criteria and feedback • Continue to balance opportunity of programs/events/excursions etc vs impact on the curriculum • Monitor and actively review the impact the Seminar timetable change has on the College Calendar and lessening interruptions to classroom time • Professional Growth Plans are completed and reveal commitment to the areas individual teachers can most impact on student learning
Learning	8. Review the College calendar of events and the timetable to minimise interruptions and maximise the time available for teaching (learning and teaching) ACHIEVED	Critically assess the effectiveness of each calendar event to ensure genuine value and relevance to learning and teaching	302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 304 Targeted Use of School Resources 401 Staff Wellbeing 402 Pastoral Care of Students	- Increased student engagement in their own learning - Higher levels of student achievement	• A real sense of less 'busyness' in relation to calendar events, as opposed to quality learning experiences and opportunities will develop • Staff will report a reduction in the number of 'interruptions' to the learning programs of students, and their teaching programs • The establishment of a Seminar Period within the Timetable enables the scheduling of Pastoral Care activities (including Assemblies) at a regular and designated time • An analysis of annual College Calendars will provide evidence of: 1- the reduction in number of calendared events that were non-essential to quality learning and teaching; 2 – a reduction in the number of times students and teachers are out-of-class or off-campus for non-essential events/excursions • A positive effect on the Relief budget as a result of reduced non-essential events/excursions • A positive effect on Learning Area budgets and student subject-fees as a result of reduced non-essential events/excursions costs

TABLE 3

ASIP Review – Annual School Report 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Engagement	2. Provide time and structured opportunities for teaching staff to evaluate the effectiveness of their teaching, receive constructive feedback and use this feedback to make adjustments to practice PARTIALLY ACHIEVED	Teachers identify areas of their practice where they would like feedback and related professional learning Professional Partnerships are established enabling shared, targeted classroom observations and reflective practice	301 An Explicit Improvement Agenda 303 A Culture that Promotes Learning 305 An Expert Teaching Team 308 Effective Pedagogical Practices	- Increased teaching quality and consistency	**Future Development** • Professional Growth Plans are explicit around the areas where teachers are seeking feedback and further professional learning • Professional Growth Plans enable ELT to target areas of focus for Professional Learning • Classroom observations and reflective practice are occurring supported by a structure (objective, feedback, reflection, next steps) • All of the areas in success indicators remain as Future Directions. Note that whilst aspects of the ASIP related to Vision for Learning and Professional Growth Plan are identified as partially achieved or not achieved, the nature of this focus area is that it is targeting continual learning and development • Encouraging a culture where it is natural for teachers to be in each other's classroom and people are seeking feedback for improvement, rather than feeling they are being observed and possibly judged • Structurally there are enablers in place that facilitate classroom observations and other areas, building from Professional Growth Plans • Access to Professional Learning broadens. This includes a promoted Professional Library and related sharing of written resources, working directly with teachers and leaders from other schools and targeted workshops
Engagement	3. Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues PARTIALLY ACHIEVED	Building of leadership and teacher capacity through modelling of leadership skills and sharing of effective practice Meeting times and some interviews are valued as opportunities to share good practice.	303 A Culture that Promotes Learning 305 An Expert Teaching Team 308 Effective Pedagogical Practices	- Increased teaching quality and consistency - Growth of leaders through learning	• Agendas and the physical environment of meetings reflect a commitment to meetings being an opportunity to share good practice • Good practice is shared and celebrated at meetings • Engagement in learning from interviews and other leadership situations • Evidence of teachers and Middle Leaders feeling more equipped to effectively respond, and where necessary, lead interviews **Future Development** • The sharing of good practice is explicitly in place ie on the Agenda for Staff Meetings and teams lead by members of ELT • All success indicators identified in 2018 need ongoing attention for 2019

TABLE 4

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System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Accountability (Stewardship)	1. Prioritise within annual budgets the foci in this plan – meeting individual student needs, Literacy and Numeracy intervention, Staff Professional Learning and ongoing development of staff. ACHIEVED	Standardise the practice of 'testing' all significant budget decisions against the identified Strategies to achieve within the Strategic Plan (SP)	201 Engagement with the School Community 301 An Explicit Improvement Agenda 304 Targeted Use of School Resources 402 Pastoral Care of Students	- Good governance and resource allocation to advance our mission	• Significant Budget decisions and financial directions can be identified against 'Strategies to Achieve' within the Strategic Plan • Evidence of Staff attending more Specialised Professional Learning related to students with additional needs • Evidence of Support and Teaching Staff attending more Professional Learning specific to context and individual growth • Teaching and Support Staff participation in CEWA Leadership Programs
Accountability (Stewardship)	3. Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan More work to come with Years 7- 11 leavers and their parents, as well as exiting staff ACHIEVED	Conduct exit interviews with all students (including graduating cohort) and staff exiting the College so as to ascertain their experiences, thoughts and opinions on our performance and potential for improvement relative to our Strategic Plan	201 Engagement with the School Community 301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 402 Pastoral Care of Students	- Strong enrolment of students and retention of existing Students - A community that continues to be inclusive and welcoming - Good governance and resource allocation to advance our mission	• Establish LCC Templates for exit surveys and interviews for: • Graduating class • Exit surveys and interviews conducted and process as appropriate for Graduating Class as well as their parents • Establish an effective system of data analysis with a view to informing Strategic Plan • Establish ongoing data base as a longitudinal reference • Engaged services of MyCorp to provide tailor made surveys for Graduating students and their parents **Future Development** • Establish LCC Templates for exit Surveys and Interviews for: Years 7 to 11 Leavers and their Parents • All Staff • Continue data base as longitudinal reference

TABLE 5

ASIP Review – Annual School Report 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Discipleship	2. Review and revitalise Retreat Programs for Students and Staff ACHIEVED	In the light of the new Strategic Plan and Evangelisation Plan, further developments are required to the College Retreat Plan	101 Systematic Evangelisation Planning 102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 401 Staff Wellbeing 402 Pastoral Care of Students	- Ongoing support for personal faith Development - Understanding of the College Mission and Guiding Lights	• Long term success of Evangelisation throughout College • Successful review of Emmaus Retreat • Reflect and plan improvements for 2019 • Plans for Staff Retreat opportunity in 2019 • Review and implementation of the new Retreat Program across Years 7-12 • A future development of Staff Retreats has been discussed and placed within the Evangelisation Plan
Discipleship	3. Continue to develop opportunities for Students, Staff and Parents to meet the needs of those in the Community through Christian Service ACHIEVED	In the light of the new Strategic Plan and the intended works on the Evangelisation Plan, a new Christian Service Scope and Sequence is to be established including: - Purpose & rationale - Timing - Staff & Student expectation - Links to community	102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 203 Wider Community Partnerships	- Understanding of the College Mission and Guiding Lights - Passion and commitment to service of those less fortunate	• Publish Christian Service Learning documentation • Update College website • Implement Christian Service Learning Policy • Community awareness of Christian Service Learning undertaken by our students via public forums eg. Facebook & Newsletters • A review of College publications leading to updates in parent communication, public communication, student Reflection books, and community notices • Increased awareness and purpose of all Christian Service Learning opportunities and successes

TABLE 6

ASIP Review – Annual School Report 2018

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Results, Timed)	QCS Component Link	Goals linked to the College Strategic Plan	Success Indicators
Discipleship	4. Review and enact the College Evangelisation Plan **ACHIEVED**	In the light of the Strategic Plan, develop a new College Evangelisation Plan for introduction in 2018	101 Systematic Evangelisation Planning 102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 202 Wider Community Partnerships 401 Staff Wellbeing 402 Pastoral Care of Students	- Ongoing support for personal faith development - Understanding of the College Mission and Guiding Lights - Passion and commitment to serve of those less fortunate	• Evangelisation Plan which includes Mission & Guiding Lights • New Plan ready for presentation in 2018 and implementation in 2019 • Approved Evangelisation Plan by College Board and Catholic Education Western Australia • The review and launch of a new Evangelisation Plan

Our mission is to form resilient men and women with a passion to learn and to be a light for others